Introduction to Open Online Learning

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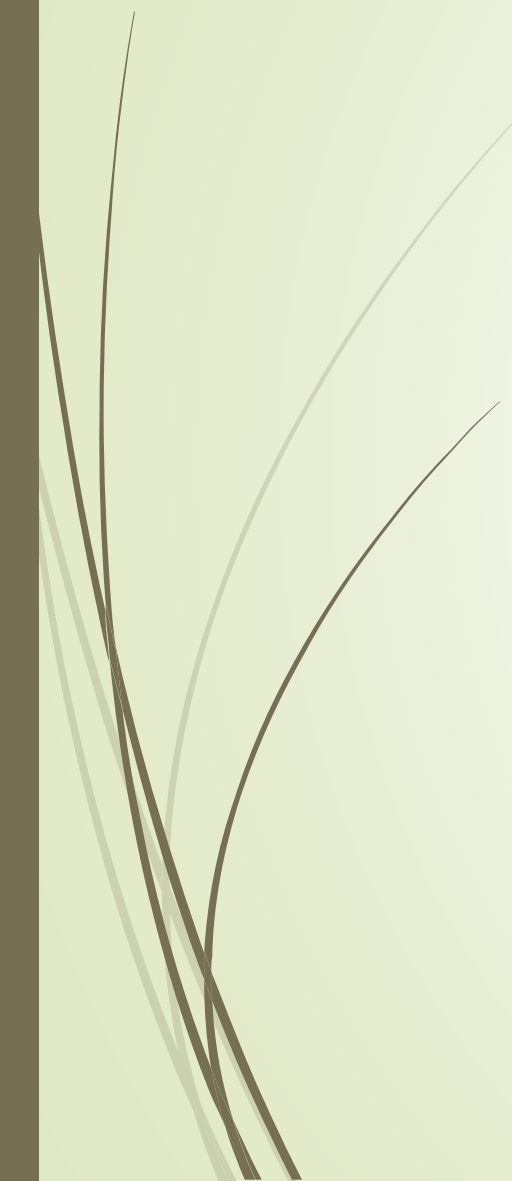Maskwacis Cultural College

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Outline

- What is open online learning
- The motivations for its development
- The history of open online learning
- Open learning tools and resources
- The future of open online learning.

Open Online Learning

- Based in a combination of open learning and free software
- Refers to educational resources, tools, and programs that are freely available on the internet for anyone to access, use, modify, and share
- Intent is to remove barriers to learning and make high-quality educational experiences as widely accessible as possible.

Dimensions of Open Online Learning

- Open Enrollment: few or no barriers to class, course or program enrollment
- Open Educational Resources (OER): teaching, learning, and research resources that can be freely used and re-purposed by others
- Open Pedagogy: teaching methods that leverage open technologies and high levels of learner participation including collaborative projects, peer-to-peer teaching, and the creation of open resources by learners themselves.
- Open Credentials: a system of certificates or badges leading toward recognition of open online learning for formal academic credit.

Features of Open Learning

- Accessibility: open access to anyone with an internet connection; accessibility also refers to the design of learning materials that are accessible to people with disabilities.

- Flexibility: learners define their own learning objectives choose when, where, and how they learn.

- Diversity: varied learning pathways, subject areas, and languages, reflecting the diversity of learners worldwide.

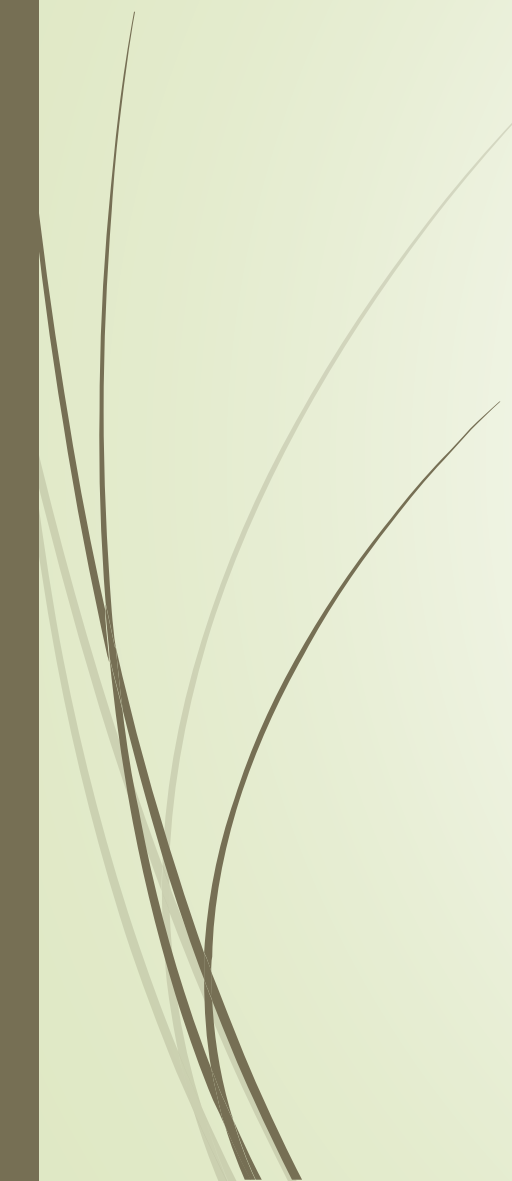- Quality: methods of assessing and recognizing open education resources and providers.

Open Online Learning and Scale

- Community and Collaboration: Open online learning often includes community-based components, such as forums and group projects, to enhance the learning experience through collaboration.

- Scalability: The digital nature of the resources allows them to be scaled to serve a large number of learners without significant additional costs.

- Innovation: Open online learning often serves as a testbed for innovative educational practices and technologies, which can then be adopted more broadly throughout the educational sector.

Why Open Online Learning?

- Access: address social need for education regardless of geographic location or economic status.

- Flexibility: address needs of learners who require flexible scheduling.

- Lifelong Learning: to support continuous professional development outside of traditional education systems.

- Cost Reduction: especially relevant in low-income countries.

- Innovation in Education: Experimenting with new pedagogical models and technologies.

Quality and Effectiveness

- Is online learning as effective as in class scenario?
- How to meaningfully engage students in online learning?
- How to evaluate OERs including in video format?
- What is a good instructional design framework for open online learning?

History of Open Online Learning (1)

- 1951 Distance Education: correspondence courses, School of the Air (Australia)
- 1960 University of Illinois: PLATO would be a "book with feedback."
- 1969 Open Access: UK's Open University, offering distance learning courses through the mail, radio, and later television broadcasts.
- 1985 Indira Gandhi National Open University (IGNOU)
- 1989 GNU Public License – Free/Libre and Open Source Software

History of Open Online Learning (2)

- 2001 MIT OpenCourseWare (OCW): free access to course materials

- 2001 Creative Commons: Open Licensing

- 2008 Massive Open Online Courses (MOOC): Coursera, edX, Udacity and others began offering mass courses from universities at no cost.

- 2008 Open Pedagogies: Cape Town Declaration

- 2020: Remote Learning and the Pandemic

Open Online Learning in Canada

- 1970 Athabasca University
- 1970 Caribou College and 2005 Thompson Rivers University (TRU) Open Learning Division (TRU-OL)
- 1972 TelUQ and 1984 Canal Savoir
- 1978 Open Learning Agency
- 1986 Contact North
- 2003 BCcampus – online programs, resources, shared services
- 2015 eCampus Ontario

International Open Online Learning

- Commonwealth of Learning (CoL) – learning for sustainable development
- University of the People - online, tuition-free, accredited degree programs
- OERu - connects learners around the world with defined pathways to education
- Khan Academy - mission to provide a free, world-class education for anyone
- UNESCO online courses
- World Bank

OER and Creative Commons Licensing

Issues Around Content Use

- What impact does Fair Use / Fair Dealing and Creative Commons have for educators as it pertains to content for MOOCs?

  - "Teachers, instructors, professors and staff members in non-profit universities may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire or parody."

https://libraries.dal.ca/services/copyright-office/fair-dealing.html

Massive Open Online Courses
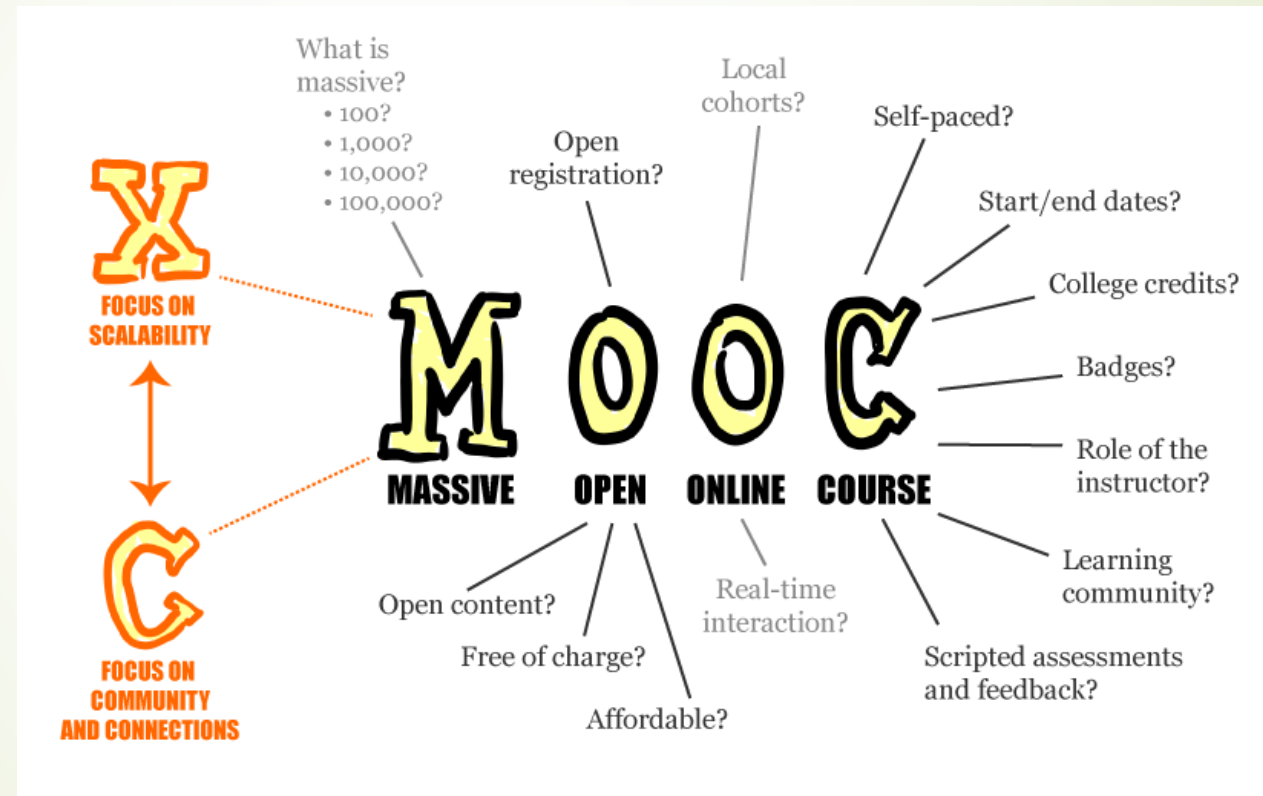
History of the MOOC
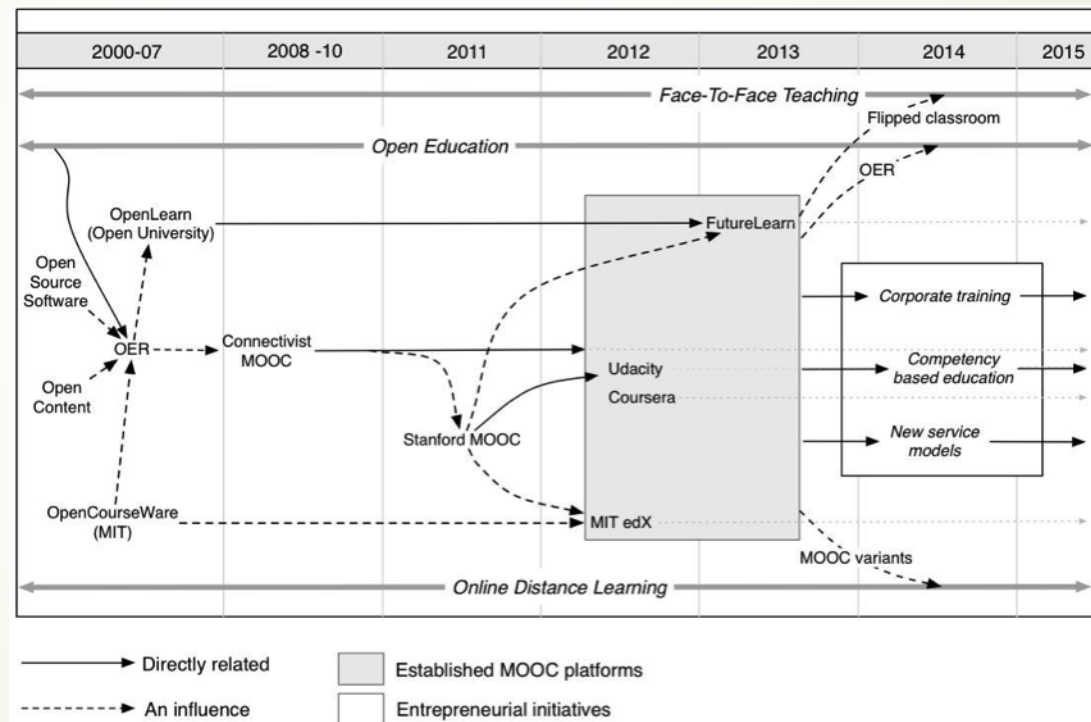
Open Educational Practices

- Production, management, use & reuse of open educational resources.
- Developing and applying open/public pedagogies in teaching practice.
- Open learning and gaining access to open learning opportunities.
- Practicing open scholarship, to encompass open access publication, open science and open research.
- Open sharing of teaching ideas and know-how.
- Using open technologies (web-based platforms, applications and services) in an educational context.

https://minnstate.pressbooks.pub/openeducationpractices/chapter/introduction-to-open-education-practice/

https://www.irrodl.org/index.php/irrodl/article/view/3096/4301

Supporting Open Online Learning

- Technology:
  - Server-based: either in-house or cloud hosted
  - Free online tools
  - Download and install desktop tools
  - Apps: based on mobile devices
- Non-Technology:
  - Community-based learning centres, help lines, etc
  - Policy Frameworks
  - Learning and Community of Practice

Tools for Open Online Learning

- Platforms: Coursera, edX, Khan Academy, and FutureLearn

- OER Repositories: such as those found on OER Commons.

- Learning Management Systems (LMS): Moodle, Canvas

- Collaborative Tools: Wikis, Google Classroom, and Microsoft Teams facilitate collaborative learning.

- Specialized Learning Tools: Duolingo for language learning, Codecademy for coding skills, and LabXchange for science education.

The Quick Tools Guide

- Cloud only - if you have to set up a web server, it doesn't belong on the list. If you are required to download an application, it doesn't belong.

- No apps (no Play Store, Apple Store, etc.,)

- Free (or Nearly Free) - ideally, the tool has a free tier that lets you try it out. Your total costs to do everything should be less than $100/month

- No credit cards - doesn't ask you for a credit card unless you're actually paying them money

https://docs.google.com/document/d/1ux3lTnUTpzZRuvxE3rAsSQ4Ihub96S8_OYECNh8wv-A/edit?usp=sharing
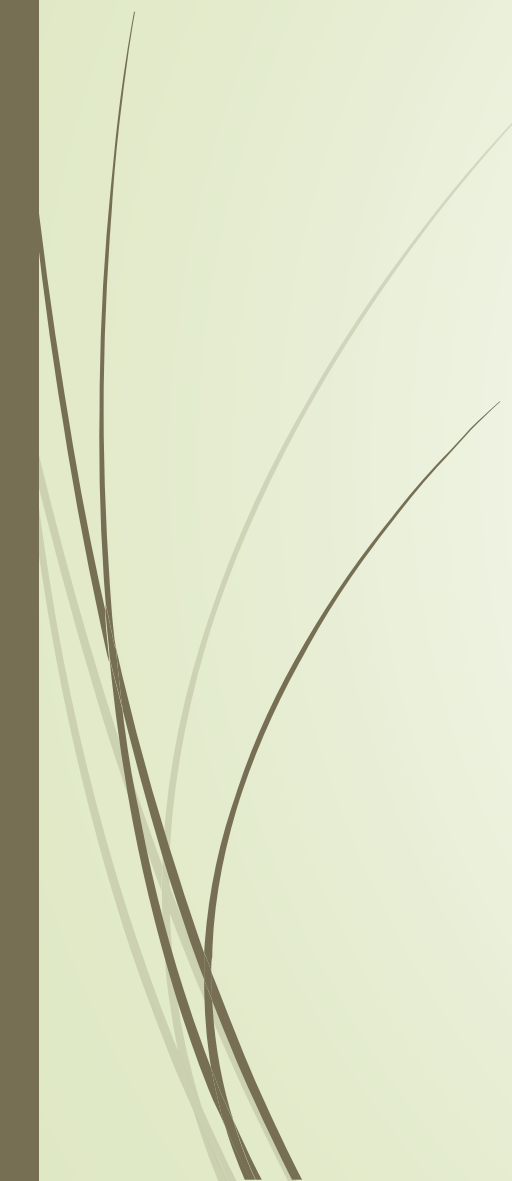
Models for Sustaining Open Learning

- Public funding: government support for open learning
- Internal funding: open learning as part of institutional mandate
- Endowments and donations: funding from trusts, foundations
- OER Networks: aa co-op resource development model
- Offering services to learners: eg. tutorial support, applications
- Relying on OER authors: eg. Wikipedia, YouTube videos
- Community-based model: eg. Community of practice

https://www.unesco.org/en/articles/post-pandemic-learning-exploring-sustainable-open-education-resources-oer-business-models

The Future – Underlying Technology

- Cloud and Data – free and open information in the ether

- Graph and Networks – connections and relations

- Learning Experience – immersive and experiential learning

- Identity and Recognition – eg. Distributed ID

- Community and Agency – open learning communities

The Future– The Big Three

- Artificial Intelligence (and Open AI)
  - Learning Analytics
  - Generative AI
- The Metaverse – Object Persistence and the Open Graph
  - Virtual Reality and Simulations
  - Augmented Reality
- Blockchain and Crypto
  - Directional Acyclic Graphs (DAG)
  - Content Addressing

The Future – Ethics and Social Justice

- Digital Equity and Inclusion in Education

- Pedagogies of Care – the personal versus the procedural

- AI Ethics

- Decolonization and Social Justice

I. Conceptualising equity and inclusion regarding digital technologies in education

	In education	*For equity/inclusion* in education
Equity	Digital equity in education: Promoting fairness and equity in access to digital technologies (including hardware, software, high-quality broadband etc.), digital skills, uses and attitudes for all students.	Digital technologies for equity in education: Using digital technologies to promote equity in education, such as providing additional learning resources for students in need to promote equitable outcomes to help them participate fully in (digital) education.
Inclusion	Digital inclusion in education: Overcoming barriers to participation in digital education based on student differences. This would also involve ensuring digital tools in education are designed and used in a way that promotes participation and inclusion of all learners.	Digital technologies for inclusion in education: Adapting digital technologies and learning environments to promote inclusion in education, acknowledging, accepting and respecting student differences. Using digital technologies to promote inclusion in education should aim to ensure students feel included, promote belonging and a sense of well-being, while ensuring non-discrimination.

https://www.oecd.org/publications/digital-equity-and-inclusion-in-education-7cb15030-en.htm
https://hybridpedagogy.org/pedagogy-of-care-gone-massive/   https://ethics.mooc.ca
https://opentextbc.ca/indigenizationfrontlineworkers/chapter/decolonization-and-indigenization/
http://www.oneca.com/IndianControlofIndianEducation.pdf